DOCUMENT RESUME

ED 265 325 CE 043 262

TITLE A Fencing Project. Youth Training Scheme. Core Exemplar Work Based Project.
INSTITUTION Further Education Staff Coll., Blagdon (England).
REPORT NO ISBN-0-948361-17-4
PUB DATE 84
NOTE 23p.; Portions printed on colored paper. For other guides in this series, see CE 043 245-288.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Guides - Classroom Use - Materials (For Learner) (051)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Behavioral Objectives; *Career Education; Competency Based Education; Core Curriculum; *Farm Labor; *Farm Occupations; Foreign Countries; Job Skills; Learning Activities; Learning Modules; On the Job Training; Postsecondary Education; Records (Forms); *Work Experience Programs
IDENTIFIERS England; *Fence Building

ABSTRACT

This trainer's guide is intended to assist supervisors of work-based career training projects in helping students plan, cost, and carry out the building of a post and wire fence. The guide is one in a series of core curriculum modules that is intended for use in combination on -and off-the-job programs to familiarize youth with the skills, knowledge, and attitudes necessary for success in the workplace. Included in the guide are the following components: project information, a summary of the content and approach of the guide, supervisor's notes, background information, lists of tasks and core skills, an action plan that includes suggested learning activities, supervisor and trainee review sheets, and an assessment form. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Youth Training Scheme

CORE EXEMPLAR WORK BASED PROJECT

ED265325

A fencing project

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

P Rawlings

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE043262

OTF No: 2

PROJECT No: M|18

TYPE Individual

ESF

CORE SKILLS PROJECT

YTS

The Further Education Staff College

Coombe Lodge, Blagdon, Bristol, BS18 6RG ✆ 0761-62503

ISBN 0-948361-17-4

ASSESSMENT OF CORE SKILLS

This series of projects contains a number of different formats for recording assessment of core skills. These formats are offered for experimental purposes, none is proven as the 'best' method. All are based on the principle that feedback to trainees is a necessary part of the learning process and that such feedback should include information on core skill development.

Further work is being carried out on the methods of assessing achievement of core skills in work-based learning and of how to log such achievement on a record which trainees can take away from YTS. Some of the results of this work will be included in later MSC/ESF Core Skills Project publications.

© COPYRIGHT 1984

The Manpower Services Commission and the Further Education Staff College will allow the reproduction of this core exemplar workbased project by tutors for use in training and educational schemes ONLY. Reproduction for any other purposes is expressly forbidden.

CONTENTS

Introduction

Project Information

Summary

Supervisor's Notes

TRAINEE'S GUIDE

Names and Times

Background and Situation

Purposes

Action Plan

Trainee Review

Supervisor Review

Assessment — Explanatory Notes

Assessment Form

INTRODUCTION

BEST COPY AVAILABLE

WHAT ARE WORK-BASED PROJECTS?

Work-based projects are learning materials which aim to make the most of all the possibilities for developing trainees' skills, knowledge and attitudes in the workplace. They build upon everyday workplace tasks to provide experience of the whole range of YTS learning opportunities.

The projects in this series have been tested with managing agents as part of the YTS Core Project, which is jointly financed by MSC and the European Social Fund. In some cases managing agents will be able to use the projects as they are. In others they will need to be adapted to the circumstances of a particular workplace or to the aims of a particular scheme. Some managing agents will prefer to produce their own projects. For such cases these examples aim to demonstrate some principles of good design in work-based learning materials. These principles are:

To encourage trainees to learn by doing
To make the most of all the experiences which are available to trainees in the workplaces.
To start from a real task which is seen as relevant by all parties involved — trainees, workplace supervisors, trainers and off-the-job tutors.
To help trainees see the relationships between things learnt on- and off-the-job.
To base the assessment of achievement upon trainees' actual performance in tasks.
To look for all the opportunities for learning which arise from a task and, in particular, to help trainees to develop the core skills. These skills, in number, communication, problem-solving and practical activities, are used in a wide variety of tasks and are essential if trainees are to achieve competence in those tasks*. They are the skills — of finding out information, planning how to do things, overcoming difficulties and so on — which help trainees to learn more quickly in new situations, either in the same workplace, in a different one, or in the world outside work.

Such skills are required naturally by the workplace tasks in these projects and, in requiring trainees to go beyond the task itself, the projects deliberately *add* to the range of core skills which are required in an everyday working situation. This is especially important for some of the skills of communication and problem-solving which trainees are often not given the opportunity to exercise in work experience.

These principles can be incorporated in projects for all placements and for trainees of all ability levels. Although the projects in this series follow a common format, there is no single 'best' style. Nor is any special expertise in writing necessary. Good work-based projects can be produced by anyone who is determined to help trainees to exploit all of the potential for learning in work experience.

*A technical manual 'Core Skills in YTS' is currently available from MSC. It is supported by a short introductory leaflet and a practitioner's guide for supervisors. A separate manual is available on computer literacy/information technology.

PROJECT INFORMATION

This project gives the trainee the opportunity to plan, cost, and carry out the building of a post and wire fence. In order to carry through this job, the trainee will need to use skills of planning, measuring and costing which easily transfer to many other areas of work.

The principles and processes involved could, of course, apply to many other jobs, not only on the farm but in Training Workshops and the building industry, for example. The fence itself is relatively unimportant to the training involved. What is important is for the trainee to be given the opportunity to take responsibility for as many aspects of the whole job as is practicable.

It is assumed that adequate training has been, or will be, given in the techniques necessary to erect a fence - this project does not seek to be an instruction manual on how to put up a fence.

In addition, this project will help the trainee to feel part of the team of workpeople on the farm and also help to develop in him/her a sense of responsibility and a feeling that he will be able to influence decisions even if only in a minor way.

While this project is essentially practical, in that it requires a trainee to build a fence, the PRACTICAL CORE SKILLS have been deliberately omitted from the 'PURPOSES' section (p.) in order to stress the other CORE SKILLS that can be developed through practical activities at work.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

SUMMARY

You are asked to design and carry out a project involving the fencing off of an area of land. You will need to work out details of the materials required, their cost, a plan of action and its successful implementation.

SUPERVISOR'S NOTES

INTRODUCTION

This work based project is designed to focus the trainee upon the CORE SKILL areas of: number; communication; practical skills, and problem-solving. Wherever possible, it is also designed to provide learning opportunities to improve personal effectiveness; to provide wider knowledge of the world of work and elsewhere; and to furnish the trainee with skills which can be transferred to other situations.

The essence of the work based project is that people learn more quickly and effectively by actually doing something.

The following notes are designed to help you, your staff, and the trainee, so that the project can be carried out with a minimum of disruption to normal work activity.

1. Where relevant, please advise other staff that the trainee will be doing the project;

2. Please ensure that the trainee has read the project details and understands what is required;

3. Please ensure that the trainee is aware of any aspects of safety, hygiene or security which might touch upon the project;

4. Please ensure that the trainee appreciates that good planning will make the task easier. Wherever possible, and before the project starts, the trainee should be encouraged to take responsibility for his/her learning by estimating time, deciding on equipment and materials, identifying possible hazards and other problems, and generally "thinking the project through".

5. Upon completion of the project discuss with the trainee the activities he/she has been engaged in. What problems were there? What has he/she learnt? Would he/she tackle the project differently?

Encourage the trainee to complete the trainee's review page.

6. Finally we should be pleased to receive comments from you about the effectiveness of the project.

Names

TRAINEE .....

SUPERVISOR .....

TUTOR .....

Times

Please fill in the table below. This will show the time you spend on completing this project. The first column has been filled in as an example. Make another table if you need more space.

DATE	2/7/84			
START	10.30 a.m.			
FINISH	1 p.m.			
TIME SPENT (HOURS)	2½ hrs.			

BACKGROUND

There are often small jobs to be done on a farm which can be tackled by the farm staff rather than by outside contractors. This has obvious advantages for the farmer as he can make sure that the job is done exactly as he wants it, and of course it does not cost as much. The fencing off of a small area of land is just such a job and one which, with help, you should be able to tackle.

SITUATION

ON the FARM.

PURPOSES

This project will help you to plan how to fence off an area of land and give you experience in helping to carry it out. You will learn how to list and cost all the materials required together with the practical skills involved in putting up a fence.

Doing this project will enable you to learn more about agriculture. It will also help you to develop your CORE SKILLS (number, communication, problem-selving, and practical skills). Increasing your abilities in these skills will make it easier for you to change jobs and retrain when the need arises.

The tasks you are asked to do are outlined below, together with the most important CORE SKILLS that they contain. When you have finished each task, ask your supervisor to tell you how well she/he thought you did in the task, and record this on the Assessment Form near the back of this Project. This record will be needed to complete your Certificate at the end of your YTS year.

WBP TASK	ACTIVITY	CORE SKILLS
1.	Draw up a list of all tools and materials required. Draw scale plan the area to be fenced.	Plan tools, equipment, machinery and stock and materials needed for a task. 9.3 Work out numerical information. 1.2 Measure the dimensions of an object or structure. 4.1 Interpret scales, dials and digital readouts. 2.3
2.	Obtain quotations from suppliers for tools and materials required.	Plan how to find information. 9.7 Find out information from written sources. 6.2 Compare the relative costs and benefits of buying or using goods and services. 5.2 Work out the cost of goods and services. 1.5

3.	Plan the construction of the fence.	Plan the order of the activities.	9.1
		Discuss with other people in the workplace how things are to be done.	8.6
		Provide information in writing, and by means of tables and diagrams.	7.3
5.	Cost out and report on the whole operation.	Work cut numerical information.	1.2
		Provide information in writing, and by means of tables and diagrams.	7.3

Each CORE SKILL is identified by number in the PRACTITIONER'S GUIDE to the YTS CORE, which contains advice and guidance on what CORE SKILLS are and their uses. The numbers are included here for ease of reference.

ACTION PLAN

Read through this project before starting work on it and check that you understand what you have to do. Discuss any likely problems with your supervisor or your tutor.

TASK 1

In order to do this job properly you will need to plan what is to be done very carefully, and first of all you will need to draw up a list of all the tools and materials you will need so that you don't get half-way through only to find you have forgotten something very important.

Firstly, draw a plan to scale of the site to be fenced off. Take accurate measurements of the length of fencing required and make a note of these in your note book. This is to be a post and wire fence, so work out how many posts, braces, and what length of wire you will need, together with the sort of wire you intend to use. Is the fence of be stock-proof? Note all of this in your notebook.

In addition to the obvious materials needed to make the fence, you will need other materials and tools. Add to your list of materials any other things you think you will need.

Take this complete list to your supervisor and ask him to check it with you. Add any tools or materials that you may have forgotten. Discuss particularly the kind of wire you intend to use, and find out if this affects the tools and fastenings you will need.

TASK 2

You now need to find out which of the tools and materials you intend to use are available on the farm. Check this with your supervisor.

Those things which are not available will need to be bought. So that you get the best price available, you will need to approach several suppliers. Plan how you are going to do this. Are you going to write a letter, make a 'phone call, or call in person? Where are you going to get names and addresses from? Whatever you decide to do, think carefully about the information you need to provide, in order to get an accurate quotation. Before you contact any supplier, check with your supervisor first to ensure that you are acting correctly.

When you have made up your mind on what you want to do, contact the suppliers and keep their replies to your enquiries safely until they are all in. Then compare the costs of the goods and the service they offer. A "best buy" is not always the cheapest, so think very carefully about other things that might affect your decision - quality, discounts for immediate payments, delivery times, for example - before you make your mind up.

When you have decided which supplier you think offers the best deal, tell your supervisor. If he agrees, make out a detailed list of quantities, prices, VAT, discounts, etc., and check this with your supervisor Then a k him to make the order out for the goods.

TASK 3

While you are waiting for the goods to arrive, take the opportunity to plan the construction of the fence very carefully.

Plan the order of the various tasks to be done, estimate how long each task will take, what tools and equipment will be needed at each stage, and whether you will need help to carry out the task. Write down your plan in your note book and refer to it when you come to build the fence. It need not specify dates and times, but it shoud outline a logical sequence - for example the posts need to be put in the ground before you attach the wire! You may find it useful to use a chart with a series of headings for your plan - for example :

TASK	TOOLS & EQUIPMENT NEEDED	HELP NEEDED	ESTIMATE OF TIME NEEDED	SAFETY CHECKS
Clear site	Barrow,rake, shovel, JCB	JCB driver	2 days	Make sure live-stock is off site.

This is only a guide - you may want to use different headings, and the details in each column will almost certainly change depending on exactly what you have to do. You may need to alter your plan to cope with changing circumstances, but this is quite common with plans.

Discuss your plan with your supervisor, asking him to make sure that any help you may need will be available when you are likely to need it.

Check the tools and equipment that you intend to use, making sure that they are available and in working order.

TASK 4

When the goods arrive from the suppliers, make sure that you have got all the tools and materials you need together on site and build the fence using the plan you devised in task 3. Make sure you pay due attention to your own safety, the safety of others workers, and of any animals.

BEST COPY AVAILABLE

Note down any alterations you had to make in your plan and the reasons for these. Were they because your plan was wrong? Were they due to circumstances that you couldn't predict, like the weather? Could you improve your plan if you had to do a similar task in future?

When you have finished the fence, check the quality of your work, and ask your supervisor if your work is up to standard. Put right any faults he finds. Discuss your plan with your supervisor, especially the things that went wrong. Ask him how he would have coped with them. Make sure that all the tools and any spare materials are returned to their proper place and in good condition - it is especially important to make sure that nothing is left on the site that could endanger livestock.

TASK 5

Cost out the whole operation, including the cost of labour. How long did it take to do the job? What was the total cost of materials used? Did you over order, if so, what did this cost? How many other workers helped you and for how long? Ask your supervisor what the average hourly wage rate for farmworkers is.

Finally, write up a short account of the project in your log book, using the notes you made and including the costs of the exercise.

Discuss any conclusions you come to with your supervisor, your tutor, and other trainees during your off-the-job sessions. You could ask your tutor to let you give a short talk to other trainees on what you did and what you learned.

TRAINEE REVIEW

PLEASE COMPLETE THIS FORM IN AS MUCH DETAIL AS POSSIBLE AND DISCUSS IT WITH YOUR SUPERVISOR AND TUTOR.

1/ Were you offered a selection of Projects to choose from? If so, why did you choose this one?

2. What did you think of it? Was it - easy, hard, interesting or boring?

3/ What did you learn? (Look at the list of Purposes).

4/ Did you learn something which was not on the list of Purposes?

5/ Did you need help with any particular part of the Project? What kind of help did you get?

6/ Were there any words in the Project that you did not understand? Please list them.

7/ Do you think you could use what you learned in another job, or outside work?

8/ Has this Project helped you decide whether you need further training in certain areas?

SUPERVISOR REVIEW

Please refer to Supervisor's Notes.

Please read the questions included under Trainee Review.

Please complete the Assessment Form and discuss your assessment with the trainee before initialling it to show that you both agree with the assessment.

COMMENTS:

BEST COPY AVAILABLE

BEST COPY AVAILABLE

ASSESSMENT
explanatory notes

In completing this wbp the trainee has the opportunity to demonstrate competence in the CORE SKILLS listed on the attached form.

The first two columns list the wbp Tasks and the CORE SKILLS which occur within them.

You are asked to assess the trainee's competence in these CORE SKILLS according to the amount of support from you that the trainee needed, for example:-

1) if a trainee is asked to "find information from written sources" and you provide the trainee with all the sources of that information, together with telling the trainee where to look in any particular source, then that trainee is obviously being given much more support in finding that information than a trainee who identifies the sources and extracts correct information unaided;

2) if a trainee is asked to undertake a task which involves "noticing the needs of customers or clients", and needs considerable prompting to approach a customer, then that trainee is obviously being given more support than a trainee who takes the initiative in approaching the customer.

To be regarded as fully competent in the CORE SKILLS, the trainee should need to be offered no more support than you would normally give to any experienced worker.

Most of the time job competence and CORE SKILLS competence are likely to b the same, but sometimes this may not be so. For instance, a trainee involved in machining a particular component may be competent so far as planning the work is concerned (a CORE SKILL), but may not have reached experienced worker speeds (an occupational skill).

Please tick the appropriate box and initial in the space provided, after you have discussed your assessment with the trainee and agreed any further training required.

BEST COPY AVAILABLE

ASSESSMENT FORM

PROJECT TITLE A FENCING PROJECT WBP NO M/02/011 DATE

TRAINEE'S NAME SUPERVISOR'S NAME

WBP TASK NO	CORE SKILLS ASSESSED	NEEDED A LOT OF ASSISTANCE	NEEDED SOME ASSISTANCE	LITTLE OR NO ASSISTANCE		COMMENTS: INCLUDING NO OPPORTUNITY	AGREED INITIALS	
				NEEDS MORE PRACTICE	COMPETENT		TRAINEE	SUPERVISOR
1	9.2 Plan tools, equipment, machinery and stock and materials needed for a task.							
1,5	1.2 Work out numerical information.							
1	4.1 Measure the dimensions of an object or structure.							
1	4.3 Interpret scales, dials and digital readouts.							
2	9.7 Plan how to find information.							
2	6.2 Find out information from written sources.							
2	5.2 Compare the relative costs and benefits of buying or using goods and services.							
2	1.5 Work out the cost of goods and services.							

ASSESSMENT FORM continued.

WBP TASK NO	CORE SKILLS ASSESSED	NEEDED A LOT OF ASSISTANCE	NEEDED SOME ASSISTANCE	LITTLE OR NO ASSISTANCE		COMMENTS INCLUDING NO OPPORTUNITY	AGREED INITIALS	
				NEEDS MORE PRACTICE	COMPETENT		TRAINEE	SUPERVISOR
3	9.1 Plan the order of activities.							
3	8.6 Discuss wity other people in the workplace how things are to be done							
3,5	7.3 Provide information in writing, and by means of tables and diagrams.							